

**CHESHIRE PUBLIC  
SCHOOLS  
SUBJECT AREA  
SUMMARY SHEETS  
SCHOOL COUNSELING**

**Curriculum Review Cycle Schedule**

18-19	Implement II
19-20	Implement III
20-21	Evaluation-Subcommittee is Formed
21-22	Analyze/Plan – Presentation to CCC
22-23	Implement I

**SUBJECT/DEPARTMENT: SCHOOL COUNSELING**

**MISSION STATEMENT**

*Your mission should answer: Why? It provides clarity of purpose. Your mission gives focus to the question, 'Why does this curricular area exist?'*

Cheshire's guidance and counseling philosophy parallels the philosophy and aims of the K-12 Developmental Guidance Program of the Cheshire Public Schools. It reflects an emphasis on the identification and development of individual students' attributes, attitudes, skills, competencies, understandings and their applications. This emphasis directly reflects Connecticut's Common Core of learning as defined by Connecticut's Department of Education.

Cheshire school counselors will provide a planned, sequential program of guidance and counseling services based upon a student's developmental and individual needs. The program is founded on the premise that individuals experience general stages of personal growth and development as they progress from childhood to adulthood and, therefore, require support and understanding as they progress through these stages.

The guidance and counseling program is student centered, benefiting each child throughout all aspects and stages of his/her school career. Interventions are both proactive and reactive and encourage individuals to participate in their own development. Interventions include individual, small group, and classroom activities, individual planning, supportive and responsive services.

The Cheshire Guidance Department recognizes that in order to provide the most comprehensive guidance and counseling program, collaboration with other school personnel, school programs, and the community is essential.

**ANNUAL PROGRAM or DEPARTMENTAL GOALS/STRATEGIC PLANNING**  
**INITIATIVES**

*What are the goals for your program or department for this curriculum area for this year 2018-2019?*

1. The CHS School Counseling Department will communicate with and provide SEL and CCR resources for students and families using technology, which includes the electronic *Counselors' Corner* newsletter, email blasts, and the new department Twitter account.
2. CHS school counselors will continue to deliver group counseling focused on personal and social issues/academic issues in collaboration with school psychologists and school social workers.
3. CHS school counselors will utilize Naviance, grade level lessons and assemblies, individual planning meetings, SRBI/CORE, and the new Healthy Balance and Achievement course with all Cheshire High School Students to support students' academic, college/career, and personal social success.
4. CHS school counselors will collaborate to extend their curriculum revision work by fully digitizing the 9-12 School Counseling Curriculum Guide.

# What Was, What Is, What Will Be Form

## Guidance April 2011

### Component I: Curriculum

The curriculum component consists of structured developmental experiences presented systematically to all students through classroom and group activities that address the three primary domains of human development: academic development, career development and personal/social growth.

**ACADEMIC/PERSONAL/SOCIAL DEVELOPMENT DOMAIN:** Academic goals include acquiring skills, attitudes and knowledge that contribute to effective learning in school; employing strategies to achieve in success in school; and understanding the relationship of academics to the world of work, and to life at home in the community. Academic goals support the premise that all students should meet or exceed the local, state and national goals. Personal and social development contributes to academic and career success by helping students understand and respect themselves and others, acquire effective interpersonal skills, understand safety and survival skills, and develop into contributing members of our society.

What Was	What is	What Will Be
<ul style="list-style-type: none"> <li>• A skill-based elementary guidance program-teaching now 4 classes and eliminating the kindergarten program and one other grade level in each elementary school</li> <li>• Four developmentally appropriate lessons in grades 1-5 only</li> <li>• Four counselors delivering instruction for grades 1-5</li> <li>• Five and one half counselors for delivery of services at CHS and .5 Department Head</li> <li>• A structured curriculum in grade 7 is teaching 11 lessons focusing on respect, bullying, understanding and accepting differences in others, and stereotyping, building self-esteem, and understanding and effectively handling peer pressure, steps for becoming an effective self-advocate.</li> <li>• A structured curriculum in grade 8 based on 11 lessons focusing on personal interests, goal setting, career exploration, and high school/college planning</li> <li>• Elimination of CHS counselor facilitated groups</li> <li>• Counselors administer and review COPS results, implement a post high school planning junior seminar- one day, and conduct large group course selection classes</li> <li>• Elimination of individual freshman meetings</li> <li>• Elimination of freshman academic support classes</li> </ul>	<ul style="list-style-type: none"> <li>• Complete the grade seven curriculum, addressing personal and social skills and revise implementation of grade eight lessons.</li> <li>• Develop an implementation plan in collaboration with other school personnel and administration for supporting the new requirements as outlined in <u>The Connecticut Plan</u> and <u>P.A. 10 -111</u> that mandates an increase in high school credits for graduation to 25, the implementation of a student success plan beginning in grade six, and a senior capstone or demonstration project at the high school level.</li> <li>• Focus efforts to support our students' appreciation of diversity.</li> </ul>	<ul style="list-style-type: none"> <li>• In addition to sharing lessons, counselors will observe counseling lessons in other schools to empower instruction and learn from other counselors</li> <li>• Begin delivering new, common, aligned curriculum in every elementary school</li> <li>• Develop a survey for sixth grade students to complete to measure outcomes of students' participation in the K-6 curriculum program and to assess what specific skill and topics students learned as a result of participating in the counseling program.</li> <li>• Mindfulness lessons in elementary schools.</li> <li>• Continue to implement mindfulness lessons to students in both 7th and 8th grade</li> <li>• Continue to revise counseling courses at the middle school level</li> <li>• Continue to collaborate and with middle school Social Worker and School Psychologist to co-facilitate small focus counseling groups</li> </ul>

		<ul style="list-style-type: none"><li>• Develop a survey for students in grades 7-8 to complete to measure specific skills and topics students learned as a result of participating in the middle school counseling program.</li><li>• Continue to organize, format, and write curriculum K-12</li><li>• Purchase new materials for elementary lessons (list submitted to PPD).</li><li>• Review and revise the 9-12 School Counseling Curriculum guide.</li><li>• Expand individual student meetings to sophomores (currently meet individually with freshmen, juniors, and seniors)</li><li>• Collect data through Naviance regarding the skills students have gained at each grade level through the K-12 School Counseling Curriculum. Skills to be assessed align with the 9 Standards identified in the CT School Counseling Comprehensive Guide</li><li>• Exploration of integrating performing arts/fine arts into curriculum as part of a therapeutic approach to K-12 counseling</li></ul>
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**CAREER DOMAIN:** Career development goals and competencies ensure that the students develop career goals as a result of their participation in a comprehensive plan of career awareness, exploration and preparation activities.

What was:	What is:	What Will Be:
<ul style="list-style-type: none"> <li>• Elimination of career lessons in elementary school with counseling staff reduced from 5 elem. counselors to 4 elem. counselors</li> <li>• Interest survey, Cheshire Career Portfolio - filled out only in 6<sup>th</sup> grade and passed onto the middle school. COPS eliminated.</li> <li>• A structured curriculum in grade 8 built on 11 lessons which focus on individual interest inventory, career exploration, exploring high school courses and college search, goal setting and self-reflection.</li> <li>• Job shadow program</li> <li>• COPS testing grade 9 only (administration and group and individual results review)</li> <li>• Career Center available during school day and after school hours</li> <li>• Use of Career Portfolio has been eliminated</li> <li>• Sophomore career fair</li> <li>• Career-specific speakers for classes and/or individual students –eliminated due to increased caseloads since reduction of staff</li> <li>• College mini-fairs – 2/yr.</li> <li>• ASVAB</li> <li>• Junior Parent Night-eliminated due to increase in individual meetings</li> <li>• Organize, coordinate and implement the SAT, PSAT and AP programs including requesting and meeting the testing modification requirements</li> <li>• Coordinate military partnership</li> </ul>	<ul style="list-style-type: none"> <li>• Counselors introduce Naviance to all sixth grade students and parents</li> <li>• Sixth grade students will learn about Naviance and will set one academic goal and one social goal for middle school</li> <li>• Sixth grade students will complete an interest inventory</li> <li>• Sixth grade students will be given the opportunity to explore Naviance’s RoadTrip Nation and other Naviance options</li> <li>• Use of Naviance to support our implementation of individual student success plans as well as college and career planning. A plan has been created that outlines CPS SSS’s for grades 6-12</li> <li>• Visitations from Lyman Hall and Wilcox Tech to interested students; Presentation by CHS to each Grade 8 Team</li> <li>• A structured curriculum in grade 8 built on 3 lessons which focus on individual interest inventory, career exploration, exploring high school courses and college search, goal setting and self-reflection</li> <li>• Job shadow program in grade 11</li> <li>• Career Interest Profiler testing grade 9 (administration and group review)</li> <li>• “Do What You Are” Personality inventory - grade 10</li> <li>• Career Center available during school day and after school hours</li> <li>• Sophomore career fair</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to organize, format, and write curriculum K-12</li> <li>• Continue to implement lessons in Grade 8 through Naviance in Career Exploration having students complete the Holland Code Personality Interest Inventory and the Career Cluster Inventory</li> <li>• Set up Meetings with interested Grade 8 students and Lyman Hall and Wilcox Technical School counselors</li> <li>• CHS counselors will continue their course selection presentation to all grade 8 students; Dodd School Counselor will continue to partner and present at Cheshire High School’s Curriculum Night</li> <li>• Review and revise the 9-12 School Counseling Curriculum guide.</li> <li>• Expand individual student meetings to sophomores (currently meet individually with freshmen, juniors, and seniors)</li> <li>• Collect data through Naviance regarding the skills students have gained at each grade level through the K-12 School Counseling Curriculum. Skills to be assessed align with the 9 Standards identified in the CT School Counseling Comprehensive Guide</li> </ul>

<ul style="list-style-type: none"> <li>• Coordinate ECA, magnet schools, UConn Early College Experience and project choice</li> <li>• Instituted a CHS Guidance website with pertinent post-high school planning information, dates and scholarship/financial aid information</li> <li>• Increased utilization of technology and software in research and planning of post-secondary options</li> </ul>	<ul style="list-style-type: none"> <li>• College Fairs – 2/yr.</li> <li>• ASVAB</li> <li>• Junior Parent Night, Junior Seminar, and Junior Individual Meetings</li> <li>• Financial Aid Night</li> <li>• Senior Class Post-High School Planning Meeting and individual Senior Meetings</li> <li>• Organize, coordinate and implement the SAT, PSAT and AP programs including requesting and meeting the testing modification requirements</li> <li>• Coordinate military partnership</li> <li>• Coordinate ECA, magnet schools, UConn Early College Experience and Open Choice</li> <li>• Instituted a CHS School Counseling website with pertinent post-high school planning information, dates and scholarship/financial aid information</li> <li>• Monthly “The Counselors’ Corner” Newsletter emailed to CHS students and parents through Naviance</li> <li>• Increased utilization of technology and software in research and planning of post-secondary options</li> </ul>	
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## Component II: Individual Planning

The individual planning component consists of activities that focus on assisting each student to develop, analyze and evaluate his/her education, career and personal goals and plans. Individual planning activities address the same objectives for all students in a given grade.

### ACADEMIC/ PERSONAL SOCIAL DOMAIN:

What was:	What is	What will be:
<ul style="list-style-type: none"> <li>• Individual meetings with students/parents/teachers to assist in plans to enhance better student performance</li> <li>• Attend PPT/504 meetings for students</li> <li>• Increased responsive approach</li> <li>• We provide a three pronged approach through individual counseling, groups and classes.</li> <li>• Meet IEP/504 mandated service hours (grades 1-8) with an increase in the number of students.</li> <li>• Individual counseling for personal and sensitive issues</li> <li>• Individual Junior/Senior planning meetings</li> <li>• Work with DCF, parole and probation officers and other outside agencies as needed</li> <li>• CHS Individual planning-reduced due to heavier focus on responsive crisis counseling</li> <li>• Write IEP goals/objectives(K-6)</li> <li>• Increase in social skills groups.</li> <li>• Participate in SST/SAT meetings, SAM, SRBI meetings.</li> <li>• Increase in meeting with students individually to review course selection due to change in</li> </ul>	<ul style="list-style-type: none"> <li>• Five counselors are assigned to the four elementary schools: Highland - 2 counselors, Norton - 1 counselor, Doolittle - 1 counselor, Chapman - 1 counselor</li> <li>• Individual meetings with students/parents/teachers to assist in plans to enhance better student performance</li> <li>• Attend PPT/504 meetings for students grades K-12, including transition meetings between elementary/middle school and middle school/high school</li> <li>• Increased responsive approach</li> <li>• Write IEP goals/objectives (K-6)</li> <li>• Provide a three pronged approach through individual counseling, groups and classes</li> <li>• Case managers for 504 students grades K-12</li> <li>• Meet IEP/504 mandated service hours (grades K-6) with an increase in the number of students</li> <li>• Meet 504 mandated service hours (grades 7-8) with an increase in the number of students</li> <li>• Individual counseling for personal and sensitive issues</li> <li>• Individual Junior/Senior planning meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Middle School Counselors will continue to offer an individual “Meet and Greet” time to all students at Dodd</li> <li>• School counselors will implement SMART Goal Lessons within Naviance in which all students will develop and monitor their Academic SMART Goal throughout the school year</li> <li>• Middle School counselors will meet regularly with team teachers to discuss academic, social and emotional needs of students within each grade level team</li> <li>• Expand individual student meetings to sophomores (currently meet individually with freshmen, juniors, and seniors)</li> <li>• Collect data through Naviance regarding the skills students have gained at each grade level through the K-12 School Counseling Curriculum. Skills to be assessed align with the 9 Standards identified in the CT School Counseling Comprehensive Guide</li> </ul>



<p>curriculum</p> <ul style="list-style-type: none"> <li>• Review all students' graduation requirements and notify parents via certified letter.</li> <li>• Communicate regularly with administrators, team teachers, PPS personnel, parents to address individual student needs and concerns.-system support</li> </ul>	<ul style="list-style-type: none"> <li>• Work with DCF, parole and probation officers and other outside agencies as needed</li> <li>• CHS Individual planning increased, despite heavier focus on responsive crisis counseling</li> <li>• Investigated opportunities for disseminating responsibilities to best utilize staff to meet the needs of our students. Research on counselor/student ratio data sent to Jeff Solan and Chris Brown. CHS has the highest counselor-student ratio in our DRG and one of the highest, second to Hartford, in the state. CHS department chair also had conversations with Chris Brown during the summer of 2014 regarding school counselors' roles and increasing responsibilities at the high school.</li> <li>• CHS Special Education uploads data in CollegeBoard SSR for all IEP students. Counselors upload 504 student accommodations.</li> <li>• Counselors do not have a lunch duty because of their obligation to attend SRBI meetings.</li> <li>• Increase in social skills groups and other personal/social group in grades K-12</li> <li>• Participate in SST, CORE, and SRBI meetings</li> <li>• Webinars for course selection and counselors are available to meet with students individually to review course selection</li> <li>• Review all students' graduation requirements and notify parents via certified letter</li> </ul>	
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	<ul style="list-style-type: none"> <li>• Communicate regularly with administrators, team teachers, PPS personnel, parents to address individual student needs and concerns (system support)</li> <li>• Managing increase in online course requests</li> </ul>	
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**CAREER DOMAIN:**

<b>What was:</b>	<b>What is</b>	<b>What will be:</b>
<ul style="list-style-type: none"> <li>• See above on Curriculum domain</li> <li>• Offer individual college preparation/post high school planning during designated school hours</li> <li>• Individual Sophomore Meetings- add to curriculum</li> <li>• Assist with special education transition planning</li> </ul>	<ul style="list-style-type: none"> <li>• See above on Curriculum domain</li> <li>• CCSU and SCSU On-Site Decision Days</li> </ul>	<ul style="list-style-type: none"> <li>• Implement post-high school planning workshops to proactively assist with individual college preparation (resume writing, interview techniques, essay writing, application completion, etc.)</li> </ul>

## Component III: Responsive Services

The responsive service component are reactions to the immediate needs and concerns of individual students whether these concerns involve individual or group counseling, information dissemination, crisis intervention, consultation or referral.

### ACADEMIC/PERSONAL/SOCIAL DOMAIN:

What was:	What is	What will be:
<ul style="list-style-type: none"> <li>• Refer/consult to school social worker, school psychologist and outside agencies as necessary</li> <li>• Phone contact with outside therapists, medical professionals, and social service agencies</li> <li>• Implement and follow through with suicide ideation</li> <li>• Elimination in the participation of CHS counselors in student groups with the reduction of staff. Reduction of groups available at the elementary and middle school level.</li> <li>• Meet with all students with multiple D's and F's at the end of every marking period</li> <li>• Collaboration between counselors/parents/related service staff and regular staff to provide appropriate academic support for students</li> <li>• Attend Early Intervention Meetings, SSTs, PPTs, 504, SAM/SAT Meetings</li> <li>• Parent inquiries, parent meetings, teacher meetings and phone calls</li> <li>• Counseling students with academic/social/emotional needs</li>   <li>• Response to crisis situations</li> <li>• Crisis Intervention Team Member</li> </ul>	<ul style="list-style-type: none"> <li>• Refer/consult to school social worker, school psychologist and/or outside agencies as necessary</li> <li>• Phone and in person contact with outside therapists, medical professionals, and social service agencies</li> <li>• K-12 Counselors regularly communicate with parents by email, phone call, websites, conferences, and attending school events and meetings</li> <li>• Share school counseling information through Naviance, PowerSchool, and school newsletters at the middle school</li> <li>• Important, regular school counseling updates as well as monthly "The Counselors' Corner" Newsletter emailed to all CHS students and parents through Naviance</li> <li>• Developed a CHS department website to improve and enhance communication with students, parents, and community members regarding school counseling information, the role of the counselor, and career and college planning</li> <li>• K-12 Counselors attend and present at PTSA/PTO/PTSO meetings, when invited</li> </ul>	<ul style="list-style-type: none"> <li>• Elementary counselors will create an updated reinforcement schedule to be used by school counselors at all four elementary schools</li> <li>• Refer/consult with school psychologist and outside agencies as necessary</li> <li>• Phone and in person contact with outside therapists, medical professionals, and social service agencies</li> <li>• Continue to deliver group counseling focused on personal and social issues/academic issues</li> <li>• Mindfulness lessons in elementary schools. Expand mindfulness lessons in grades 7-8</li> <li>• Create a quiet room/Mindfulness room at Dodd for students who need a timeout during the day</li> <li>• Develop check in program for students with anxiety at Dodd</li>   <li>• Develop a bibliotherapy resource for teachers and parents</li> </ul>

<ul style="list-style-type: none"> <li>• Follow-up meetings with students following a crisis with frequent check ins</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to implement and follow through with suicide ideation</li> <li>• Continue group counseling focused on personal and social issues/academic issues</li> <li>• CHS counselors co-facilitate groups (eg. stress management, social skills, new student, anger management)</li> <li>• Collaboration between counselors/parents/related service staff and related staff to provide appropriate academic support for students</li> <li>• Attend Early Intervention meetings, SSTs, PPTs, 504, SRBI, CORE, Team Meetings</li> <li>• Expanded efforts to support our work in relation to SRBI requirements for student behavior (created a data collection sheet at CHS, develop behavior plans in middle school and elementary schools)</li> <li>• An increase in communication due to technology that has resulted in an exorbitant amount of email contact with an expectation of immediate response</li> <li>• Counseling students with academic/social/emotional needs</li> <li>• Marked increase in the number of crises and the time necessary to respond</li> <li>• Increase in number of college applications to prepare and process for early admission deadlines</li> <li>• Crisis Intervention Team Member</li> <li>• Infrequent follow-up meetings with students</li> </ul>	
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	<p>following a crisis</p> <ul style="list-style-type: none"><li>• All high school parents and students have received access codes to Naviance and receive emails on a regular basis regarding colleges, scholarships, financial aid and other post-secondary planning information.</li></ul>	
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**CAREER DOMAIN: N/A**

## Component IV: Systems Support

The systems support component includes activities that establish, maintain and enhance the preceding three components as well as the overall daily operation of the school.

### ACADEMIC, PERSONAL/SOCIAL, CAREER DOMAINS:

What was:	What is:	What Will be:
<ul style="list-style-type: none"> <li>• Counselors taught all 8 developmental guidance lessons providing a high degree of counselor visibility</li> <li>• Increase with IEP/504 students requiring weekly counseling services</li> <li>• Department Head at CHS supports department cohesiveness and general department administration</li> <li>• Team Leader at Dodd supports department cohesiveness and general department administration</li> <li>• Lack of physical space and resources for staff</li> <li>• Limited use and availability of technology</li> <li>• Schedule/groupings grades 1-12 with grade 7/8 master schedule creation</li> <li>• Minimal orientation for students in transition grades</li> <li>• Course selection for students in grades 7 through 12</li> <li>• Department meetings at the building level</li> <li>• CORE meetings at CHS</li> </ul>	<ul style="list-style-type: none"> <li>• K-12 Counselors communicate with parents by email, phone call, websites, conferences, newsletters, Naviance, and attending school events and meetings (such as Open House, New Student Night, Orientations, etc.)</li> <li>• Increase with IEP/504 students requiring weekly counseling services</li> <li>• Department Leader at CHS supports department cohesiveness and general department administration</li> <li>• Team Leader at Dodd supports department cohesiveness and general department administration</li> <li>• School counselors at the middle school meet with team teachers each day to discuss behaviors, academic needs; attend parent conferences; and/or implement/monitor SRBI Goals</li> <li>• Schedule/groupings grades 1-12 with grade 7/8 master schedule creation. With PowerSchool, this process is more involved</li> <li>• Orientations for students in transition grades: grade 6 to 7, grade 8 to 9</li> <li>• Course selection for students in grades 6 through 12</li> <li>• Individual tours for students with special needs</li> <li>• Department meetings at the building level</li> <li>• CORE meetings at CHS</li> </ul>	<ul style="list-style-type: none"> <li>• Review staffing levels across the district and investigate opportunities to better support the needs of students in college planning and mental health</li> <li>• Increase time to collaborate with faculty, face-to-face, by presenting at faculty meetings and coming together for department meetings.</li> <li>• School Counselors will serve on district-wide teams writing curriculum and developing strategies to address students' social emotional needs</li> </ul>

## Component V: Professional Development

The professional development component includes activities that allow the department and individual counselors to access training, education and other professional opportunities to allow them to better serve their students.

<b>What was:</b>	<b>What is</b>	<b>What will be:</b>
<ul style="list-style-type: none"> <li>• Limited emphasis on personal/social concepts</li> <li>• Limited time to meet with counselors from the K-12 continuum</li> <li>• Regular college visits/tours</li> <li>• Tours of technical schools</li> <li>• Tours of alternate high school options such as ECA, magnet schools, vo-ag programs</li> <li>• Attended meaningful workshops geared to school counselors</li> </ul>	<ul style="list-style-type: none"> <li>• Implemented the use of Naviance in all schools in the district. Naviance is widely used by school districts across the state and nation for success planning, career exploration, and college research. It is compatible with the CommonApp and other electronic college applications, using eDocs, making it a preferred tool by post-secondary institutions for submission of high school transcripts and letters of recommendation.</li> <li>• More emphasis on professional growth topics that emphasis on personal/social concepts</li> <li>• Developed a plan to provide regular opportunities for all school counselors in our district to meet as a team to have conversations and work together to problem solve school counseling related issues. We currently attend monthly departmental meetings with the school psychologists and social workers</li> <li>• Elementary counselors schedule meetings to collaborate and share information, resources, and materials</li> <li>• CHS counselors meet weekly as a department</li> <li>• Increased online collaboration opportunities to help connect school counselors so they can</li> </ul>	<ul style="list-style-type: none"> <li>• Increase opportunities at each level for school counselors to collaborate and engage in an ongoing culture of inquiry and action research. Establish meeting times to examine various protocols and procedures to determine if various school counseling practices are effective or if they need to be adjusted to help all students succeed.</li> <li>• Professional development time in the summer to develop and revise the middle school and high school curriculum guides.</li> </ul>

	<p>share information, curriculum, resources, and materials through the use of Google Apps: Google sites, Google documents, etc.</p> <ul style="list-style-type: none"><li>• Limited time and funding provided for college visits, roundtables, and counseling conferences</li><li>• Due to an increased caseload, time out of the office results in missing too much work and requires other counselors and staff to compensate</li></ul>	
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